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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, sample instructional materials, and an extended resource list, is designed to introduce the students to careers in textile manufacturing and services. The introduction includes: a definition of the career area, course objectives, course strategy, and a suggested time table. Career exploration activities are organized into objectives, procedures, and resources and examine the occupations within the areas of manufacturing and other stages of textile services. Textile manufacturing occupations include: fashion design, pattern making and marking, cutting, sample making, sewing, pressing, inspecting, and receiving and shipping. Textile service occupations include: retail sales personnel, clothing maintenance specialists, and related jobs. Teaching strategies include class and group work, exploration trips, discussion, and interviews. The appendix contains suggestions and procedures for both field trips and exploration trips and forms for the exploration trips. (JB)

ED106588

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CAREER EXPLORATION 9 – 10

EXPLORING CAREERS

IN

TEXTILE MANUFACTURING AND SERVICES

CEOO 3760

CAREER DEVELOPMENT K – 10

CINCINNATI PUBLIC SCHOOLS

ED106588

CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

GRADES 9-10

EXPLORING CAREERS

IN

TEXTILE MANUFACTURING AND SERVICES

(Tentative Copy)

First Edition

1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide career exploration for students in grades 9 and 10.

It is designed to provide activities and information about individual job skills and training. It provides a more in-depth study of an occupational area than presented in career orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Mr. Joseph H. Rehling, Fabric Service teacher at Courter Technical High School. Mr. Jack Ford, an Instructional Consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

TABLE OF CONTENTS

Endorsement ii

Rationale iii

Foreword iv

I. INTRODUCTION 1

A. Definition of Career Area 2

B. Course Objectives 2

C. Course Strategy 2

D. Suggested Time Table 3

II. CAREER EXPLORATION ACTIVITIES 4

A. Where to Begin 5

B. Exploration Activities 6

III. APPENDIX 84

I. INTRODUCTION

I. INTRODUCTION

A. Definition of career area

A study of Clothing Manufacturing and Textile Services deals with the methods and processes which man uses to create and, in due-time, service a product for the satisfaction and comfort of his fellow man.

The apparel industry is an important source of jobs for a range of workers who have widely different skills and interests. About 1.4 million men and women were employed in the apparel industry in 1970. Many of the large plants make men's and boys' apparel. Plants that manufacture women's garments which are subject to rapid style change tend to be smaller than those making standard-type garments such as work pants.

In 1970 approximately 630,000 persons were engaged in laundering and dry-cleaning garments, household furnishings, and institutional linens and uniforms. Most employment is concentrated in firms that have 20 or more employees. Many firms, however, are owner-operated and have only a few employees. In 1970, about one-seventh of the industry's workers were self-employed.

B. Course objective

This course was designed to meet the needs of the students who are interested in the "World of Textiles." It provides experiences related to a wide variety of occupations involved in the "Textile Industry." Students will be involved in specific experiences that relate to jobs. This Career Exploration program includes experiences which will help students to make good career-related decisions.

Course objectives include the following:

1. To promote student understanding and acceptance of their abilities interest, and aptitudes.
2. Provide experiences and activities which will enable the student to match what they have discovered about themselves with what they have discovered about workers in this occupational area.
3. To provide experiences and activities which will prepare the student for employment and satisfaction in the world of work.
4. Develop acceptable standards of behavior such as: desirable personality, emotional control, dependability, responsibility, and loyalty.
5. Become aware of employment opportunities in the Textile Industry.
6. Develop an understanding of the skills required in using tools and/or machinery.

C. Course strategy

This unit on Career Exploration Activities will begin with the introductory activities. It is suggested that this be done as a class, so that each student may receive a clear view of the subject matter, and course content.

Since this course is structured around processing a product from start to consumer use, it is necessary to work on each unit as a class and then assign work, or job assignments to one or more students. Individual interests are accomodated by allowing students to choose more than one occupation. This can usually be accomplished after a few units of the product have been produced. This practice will reduce student boredom, keep them active and interested. About 3/4 of the alloted time for the course is to be spent working with the exploration activities and the completion of a quality product.

At the conclusion of each unit, the students can discuss and relate to each other their reactions to the various activities in which they were involved.

A special experience being planned for students in every career is a Small Group Exploration Trip. Effort has been made to make this as simple as possible for the classroom teacher. See appendix B.

The last exploration activity in this course will ask each student to participate in a "Self Evaluation of Career Maturity" and will provide each student an opportunity to analyze and discuss their career-related experiences.

D. Suggested time table

Activity Number	Exploration Activity	Days
1	Introduction to Course	1
2	Use of the D.O.T.	1
	MANUFACTURING	
3	A - Designer, Fashion	2
4	B - Pattern Maker	2
5	C - Pattern Marker	1
6	D - Foreman, Cutting, and Sewing Department	2
7	E - Cutter, Cloth, Machine - Hand	2
8	F - Sample Maker, Garment	2
9	G - Assembler, Work Bundles	1
10	H - Sewing Machine Operator	2
11	I - Presser, Machine - Hand	2
12	J - Inspector, Textiles	1
13	K - Receiving and Shipping Clerk	1
	TEXTILE SERVICES	
14	A - Retail Store Manager	2
15	B - Counter Clerk	2
16	C - Marker, Tagging, Sorter	2
17	D - Foreman, Cleaning	2
18	E - Spotter, Head	2
19	F - Cleaner, Operator	1
20	G - Presser (Finisher) Machine - Hand	2
21	H - Inspector; Dryclean/Laundry	2
22	I - Assembler - Bagger	1
23	J - Shipping Clerk	2
24	K - Route - Driver	2
25	Individual Exploration of a Related Career	4
26	Self-Evaluation of Career Maturity	2

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY #1

Introduction to Course: Textile Manufacturing and Services

OBJECTIVES	ACTIVITIES	RESOURCES
The students will be able to: a. form a general understanding of the course outline and vocabulary. b. understand the value of notekeeping, working in small groups, and participating in field trips and speaker discussions. c. form some basic conclusions from the "Self-Analysis-Quiz." d. understand, and see the many areas of special skills involved in the textile industry.	1. Introduction of course to students. Relate to the class the outline of the course and vocabulary where it applies. 2. Discuss with students the general operation guidelines such as, study groups, buddy system, notekeeping, hands-on activities, field trips, guest speakers, etc. 3. Explain to students the relation of the course and the Self-Anaylsis Quiz on their career selection. 4. Show visual-aids to help introduce students to the world of textiles, wrap-up your introductory program with a guest speaker of your choice. 5. Hand out and discuss a "Job Performance Rating Sheet."	See attached sheet. Class set of "Self-Analysis Quiz." (attached) Class set of "Job Performance Rating Sheet." (attached) Class set of "Vocabulary." (attached)

INTRODUCTION TO COURSE

Activity #1

Audio-Visual Media: Filmstrip, color #5625. "McCalls Highlights and Contemporary Clothes." Resource Services, Cincinrati Board of Education.

Filmstrip, color #7106. Birth of a Pattern. Resource Services, Cincinnati Board of Education.

Filmstrip, color #6258. "Your Retail Store." Resource Services, Cincinnati Board of Education.

Film, color 12½ min. "Care for the Clothes you Wear" on loan, Contact Mr. Joseph H. Rehling, Courter Tech. High, Fabric Service.

Consultant: Guest consultant on clothing production, Contact Mr. Carl Forney, Forney Tailoring Company, 961-0200.

Guest consultant on Textile Services, Contact Mr. John Olmstead, Teasdale-Fenton Cleaners, 961-3200.

Equipment & Supplies:
Filmstrip projector and screen, notebook paper and pencils, Vocabulary hand-out sheets, Self-Analysis Quiz sheets.

Reference: Career Exploration Book on Textile Manufacturing and/or Textile Services. First edition, 1973, Cincinnati Public Schools.

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	____ ____ ____	Make below average grades
Learn quickly	____ ____ ____	Learn slowly
Enjoy reading books, magazines, etc.	____ ____ ____	Enjoy reading comics
Like school and do extra work	____ ____ ____	Do only schoolwork that is necessary
Talk and write well	____ ____ ____	Talk and write poorly
Good planner and organizer	____ ____ ____	Poor planner and organizer
Like children	____ ____ ____	Dislike children
Patient with children's questions	____ ____ ____	Impatient with children's questions
Outgoing	____ ____ ____	Withdrawn
Popular	____ ____ ____	Not popular
Have large group of friends	____ ____ ____	A few close friends
Have confidence	____ ____ ____	Unsure around others
Give advice	____ ____ ____	Not asked for advice
Outspoken	____ ____ ____	Quiet
Sensitive to others	____ ____ ____	Insensitive to others
Trust people	____ ____ ____	Do not trust people
Volunteer	____ ____ ____	Do not volunteer
Pleasant personality	____ ____ ____	Do not have pleasant personality
Have a sense of humor	____ ____ ____	"Touchy"
Not prejudiced	____ ____ ____	Prejudiced

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

Vocabulary:

press cloth: Used to cover the surface of a garment before applying the hot iron. Cloth should be damp before usage. Usually made of heavy drill cotton material, called, "Drilling."

sponge: A plantlike sea animal with a porous structure. Used to dampen the press cloth. Any synthetic sponge can be used for the same purpose.

sleeveboard: Similar in shape to the pressing board but shorter and narrower. It is convenient for pressing seams and darts, as well as sleeves.

tailors ham: Shaped like a ham, covered with light weight wool fabric. It is ideal for pressing any fabric.

lading form: A bill, or record of a load, cargo, or freight.

fragile: An item that is easily broken, delicate, brittle, like glass, china, etc.

route: A road or course to be traveled.

shade: Color shade of the face side of material.

tailors square: Pattern measuring tool.

cutting table: Used for laying out yardage and cutting all parts of a garment, coat, trouser, etc.

tailors crayon: Used for marking master pattern onto fabric, comes in many color shades.

tailor tack: A hand sewing method of marking off position on darts, pockets, etc.

component: Serving as one of the parts of a whole garment.

flow chart: A sketch or diagram showing the production flow of work through the plant.

padding: Cotton waffle or synthetic foam, used to give a soft resilient surface for pressing whole or parts of a garment.

cover, ironboard: Used to cover padding, usually made of cotton or nylon fabric.

agitate: To move or shake.

altering: Changing, as changing the size.

immerse: Dip into a liquid.

solvent: Agent which lossens dirt.

soluble: Capable of dissolving.

affixed: Attached to.

duplicate: Two copies.

extract: To remove.

capacity: Amount a container will hold.

semi-automatic: Partly automatic.

analysis: A statement of findings, to determine their nature or proportion.

forepart: Front part or section of trouser pattern.

darts: Stitching which gives garment shape.

defects: Mistakes in sewing, pressing, etc.

workmanship: Way a garment is made, quality of work.

invoices: Records of sales, purchases.

receiving: Division of a company which handles incoming goods.

retailer: One who sells directly to the consumer.

swatch: Small sample of cloth.

wholesaler: One who sells large quantities of merchandise.

marker: One who marks the price or code number on article for identification.

volume: Amount, overall count or weight of garment production.

original: One of a kind garment created by a name designer.

apprenticeship: A period of training for a job under one who knows the job.

mass production: Produced in large quantities.

piece-work: Method of paying employees by the number of articles completed.

custom shops: Shops where clothing is made to order.

tight: Close together with no waste, in regard to pattern placement.

face-side: Right side of material.

lot: Group of articles from the same cutting.

operation: One step in making a product.

assembly: Putting together of a product.

body: Main part of a garment.

adorn: Decorate.

blend: To combine fibers into a single fabric.

consumer: One that utilizes economic goods.

synthetic: The production of a substance by the use of chemical elements, man-made fiber.

textile: A fiber, filament or yarn used in making cloth.

bobbin: A device on which threads are wound.

cord: Two or more play yarns twisted together.

design: The arrangement of threads in a piece of cloth.

designer: To plan, sketch an outline, make an original style and pattern design.

bolt: A length of cloth wrapped onto a cardboard core or flat.

color bleeding: Fading of colors, color runs.

fast (color): Color which stays in well, holds.

flaw: Mistake in material, missing threads or pattern.

showcase: A glass enclosed counter, or outside compartment used to display a product, such as clothing, jewelry, etc.

EXPLORATION ACTIVITY #2

Use of the D.O.T. (Dictionary of Occupational Titles)

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usuage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

JOB TITLE	D.O.T. CODE	D.O.T. CODE MEANING
High School Teacher	091.228	
	(Things)	8 - No significant relationship
	(People)	2 - Instructing
	(Data)	2 - Coordinating
Waitress	311.878	
	(Things)	8 - No significant relationship
	(People)	7 - Serving
	(Data)	8 - No significant relationship
Stock Clerk	223.387	
	(Things)	7 - Handling Things
	(People)	8 - No significant relationship
	(Data)	3 - Compiling
Auto Mechanic	620.281	
	(Things)	1 - Precision working
	(People)	8 - No significant relationship
	(Data)	2 - Analyzing data

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

EXPLORATION ACTIVITY #3

Designer, Fashion 142.018 — Unit A, Manufacturing

Creates original designs for new types and styles of apparel. The designer usually works with one type of apparel, such as men's suits or women's dresses.

OBJECTIVES	ACTIVITIES	RESOURCES
The students will be able to: a. describe the terms, fashion and designer. b. demonstrate high accuracy in matching 6 familiar textile fashion vocabulary terms. c. list specific designer skills.	1. Write a brief description of what the term "fashion" and designer means to you. 2. Discuss the list of vocabulary terms used in the fashion industry. 3. Invite a designer to class to demonstrate some of the skills needed for the profession. 4. Have students sketch a sample garment, make two (2) changes in the style design.	Opportunities in clothing. Charles A. Bennett Company, Inc. Peoria, Illinois, 1968. Chapter 3. Costume Designer. Caley Summer, phone: 621-7770. Sketch artist. Ref. Department Store, Art and Fashion Department.

RESOURCES

Unit A, Manufacturing — Designer, Fashion

Consultant: Caley Summer, Costume Designer
2142 Alpine Street
Cincinnati, Ohio 45206
621-7770

The John Shillito Company, Sketch Artist
7th and Race Street
Cincinnati, Ohio 45206
961-0200

Reference: McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing
Charles A. Bennett Company, Inc., Peoria, Illinois, 1968.

Equipment and Supplies: Unlined paper for drawing
Pencil or crayon
Notebook paper
Newspaper, Magazines, or Style Book

VOCABULARY OF FASHION

classic: An item of wearing apparel that continues to be in style even though fashions change; for example, the Shirt Waist Dress.

fad: A temporary fashion, usually extreme or odd - a passing fancy.

fashion: The current or prevailing appearance or style of dress; especially striking features -- as skirt length.

fashion cycle: The periodic return of a particular fashion; for example, short skirts.

high fashion: Very smart; successful, new.

mode: A synonym for fashion, but not as distinctive.

style: A particular design or type; for example, the simple style of a school coat or dress. A distinctive characteristic; for example, the princess style.

style: An approved fashion implying good taste and complying with approved standards; for example, a garment or a person has style.

vogue: A synonym for fashion - really new, riskier, might not last.

EXPLORATION ACTIVITY #4

Pattern Maker 781-381 Unit B. Manufacturing

Works closely with the designer. The pattern maker translates the sketch or sample garment onto paper or fiberboard pattern pieces to be used as guides for cutting fabric. Draws sets of master patterns for various types of garments.

OBJECTIVES	ACTIVITIES	RESOURCES
The students will be able to: a. identify drafting tools by sight and shape. b. identify pattern parts by sight and shape. c. identify and demonstrate the use of drafting tools. d. apply basic drafting techniques to a sample pattern draft.	1. Show slides of pattern maker at worktable, drafting forepart of uniform trousers. 2. Use a professional or commercial trouser pattern to identify parts of the garment. 3. Show and discuss drafting tools-tailors square, curve ruler, proportional divider, shears, notcher, parallel rule, degree square. 4. Field trip a limited number of students or invite a pattern maker to demonstrate how to draft a basic trouser pattern.	World of Work, Visual Resource File 7-C1-F 7a-CL-F Designer of Patterns Designer Drafting Tools Commercial Pattern or Ref. Joseph Rehling Courter Tech. Professional Patterns Drafting Text: Tailoring Suits, the Professional Way, by Clarence Poulin, Charles A. Bennett, pub.

RESOURCES

Unit B, Manufacturing — Pattern Maker

Audio Visual Media: Slides, color, Garment Construction "World of Work," Cincinnati Public Schools, 1970.

Consultant: Mr. Carl Forney, Designer
490 E. McMillan Street
Cincinnati, Ohio 45202
381-7000

Field Trip: Forney Tailoring Company, Inc.
490 E. McMillan Street
Cincinnati, Ohio 45202
381-7000

Tailoring and Design, Custom
Courter Technical High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150 Mr. James D. Pyle

Equipment and Supplies: Slide projector and screen
Commercial pattern
or
Professional pattern
Drafting tools
a. tailors square
b. curve ruler
c. yard stick
d. tape measure
e. soft lead pencil
f. wrapping paper

Reference: Poulin, Clarence. Tailoring Suits The Professional Way. Charles A. Bennett Company, Inc., Peoria, Illinois, 1972.

Bishop - Arch. The Bishop Method of Clothing Construction. J. B. Lippincott Company, Philadelphia, New York, 1959.

EXPLORATION ACTIVITY #5

Pattern Markers 781.484

Unit C, Manufacturing

Trace the fiber-board pattern pieces on large sheets of paper and make several carbons of these tracings. Some plants trace the pattern pieces with tailors crayon directly on the cloth. Patterns must be arranged in acceptable positions to minimize fabric waste.

OBJECTIVES	ACTIVITIES	RESOURCES
The students will be able to: a. identify job descriptions in marking department by visual recall. b. perform tracing of patterns with a reasonable amount of skill. c. perform basic pattern lay-out techniques. d. identify and correctly use pattern and markings.	1. Show slides of pattern marker at worktable, showing pattern storage, cloth marker, shade marking. 2. Have students trace sample pattern from commercial or professional patterns on wrapping paper. 3. Demonstrate pattern lay-out techniques. 4. Demonstrate pinning or marking-in of patterns and transfer of pattern marking to fabric.	World of Work, Visual Resource File. 3-CL-F and 2a-CL-F 3a-CL-F 2-CL-F 4-CL-F 5-CL-F Occupational Outlook Handbook, 1972-73. Tailoring Suits the Professional Way by Clarence Poulin, Charles A. Bennett, pub. Bishop Method of Cloth-ing Construction. Joseph H. Rehling, Courter Tech. High Textile Services

27

RESOURCES

Unit C, Manufacturing — Pattern Marker

Audio Visual Media: Slides, color. Garment Construction "World of Work," Cincinnati Public Schools, 1970.

Filmstrip and record. Blouse Making, Ship "N" Shore Blouse Company, Educational Service Department, Ship "N" Shore, Inc. Upland, Pennsylvania 19015.

Consultants: Mr. Joseph H. Rehling
Mr. James D. Pyle
Needle Trades Department
Courter Technical High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48.

Equipment and Supplies:
Slide projector and screen
Work on cutting table
Commercial or professional patterns
Wrapping paper
Pencil or crayon
Tailors marking crayon (soft)
Weights or safety pins
Material, wool, or cotton, etc.

Reference: Poulin, Clarence. Tailoring Suits the Professional Way, Charles A. Bennett Company, Inc., Peoria, Illinois, 1972.

Bishop - Arch. The Bishop Method of Clothing Construction, J. B. Lippincott Company, Philadelphia, New York, 1959.

U. S. Department of Labor Bureau of Labor Statistics, Bulletin 1700 Occupational Outlook Handbook, U. S. Printing Office, Washington, D.C. 20402, 1972-73.

EXPLORATION ACTIVITY #6

Foreman, Cutting and Sewing Department 780.132 Unit D, Manufacturing

Coordinates activities of and supervises workers engaged in spreading, marking, cutting, and sewing of fabrics for garments. Determines quantity and type of material to be cut and cutting patterns to be used, according to cutting orders and design specifications.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. characterize the expectations of an employer. b. summarize job responsibility of each unit covered. c. start a plant-production layout on, drafting, Tokyo $\frac{1}{4}$" lined paper, 12 x 18, size. d. select a project which is suitable to class and equipment available. e. construct a workable plant production flow chart. f. demonstrate 80% accuracy in matching 25 familiar textile vocabulary terms.	1. Student assignments should be made to cover job descriptions described in Units A, B, C, & D. 2. Have students survey jobs in Units A, B, C, & D. Give an oral report to class on job responsibility of each unit covered. 3. Invite a clothing plant foreman to class to discuss production line set-up, manufacturing processes, training and quality control. 4. Select a product or products the class would like to produce. 5. Students will start a flow chart showing progress of product through its various stages of manufacturing. See sample chart. 6. In class discussion, the teacher will develop and expand a student-generated list of textile vocabulary terms. This list is then compared to a comprehensive list provided as a handout for students.	Occupational Outlook Handbook, 1972-73 Slides, color, Fechheimer Brothers Uniform Company. Garment Construction Guide for Visual Resource, World of Work, Board of Education. Consultants and/or field trips. Mr. Carl Forney, Forney Tailoring Company. Hyde Park Clothing Co., Newport, Kentucky. Schaefer Tailoring Co., 400 Pike Street. Mack Shirt Company, 333 West Seymour Ave. A class set of vocabulary terms is required. (List is attached.)

RESOURCES

Unit D, Manufacturing — Foreman, Cutting and Sewing Department

Audio Visual Media: Slides, color. Garment Construction, World of Work, Cincinnati Public Schools, 1970.

Consultant, or Field Trip: Schaefer Tailoring Company
400 Pike Street
Cincinnati, Ohio 45202
241-0170

Mack Shirt Company
333 West Seymour Avenue
Cincinnati, Ohio 45216
761-6060

Equipment and Supplies: Slide projector and screen
Sample production flow-chart
Unlined drawing paper
Soft lead pencil and ruler.

Reference: U. S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700 Occupational Outlook Handbook, U. S. Printing Office, Washington, D.C. 20402, 1972-73.

PLANT LAYOUT FOR ASSEMBLY LINE PRODUCTION

VOCABULARY: FOR MANUFACTURING OF TEXTILE PRODUCTS

alter: To change the garment in one or more respects.

armscye: The armhole.

bar-tack: Small, rolled stitches used to finish off buttonholes or pocket openings.

baste: To hand sew loosely, to hold the work in position temporarily.

bias: A diagonal line of seam, cut, or stitching across the material.

block pattern: A standard pattern, made for a person of normal build; not a custom-cut pattern.

bodkin: A sharp-pointed implement of steel, bone, ivory, etc. for making holes in cloth, and for pulling out bastings.

body-lining: A layer of cloth, usually silk, rayon or celanese, used on the inside of a coat or jacket either for warmth or finish.

breakline: Inside line of the lapel, the crease, the roll of the lapel.

bridle tape: Tape used on the lapel break.

bushel: To repair a garment; sometimes used to mean "alter."

buttonhole twist: A strong silk used for finishing buttonholes.

button stand: The position where buttons are to be placed.

canvas: A course material used between the outer material and the lining of a coat, to hold shape on fronts and collars.

cravenetted: Application to make fabric water-repellent.

curtain part: Inside lining in waistband of trousers.

dart: A small seam, used at the waistline of trousers and elsewhere to give shape to the garment.

double-breasted: Folding over on the breast to give wide lap; as a double-breasted coat.

double piping: A piping on both edges of each lower pocket opening.

drafted-to-measure: Drawn according to an individual measurement; not a block pattern.

drape: A loose-type sack coat; the extreme opposite of the conservative model.

draw stitch: A gathering stitch.

edge tape: Tape used to hold a firm edge.

facing: The second layer of cloth used on the inside of a lapel or pocket to increase its solidity.

fell: To sew or hem down seams made with one edge which is wider than, and turned over, the other, and hemmed or blindstitched so as to leave no raw edge.

fist method: Draping the coat over the fist (for hang).

fitting: The trying-on of the customers unfinished garment.

flap: The hang-over on the top of a pocket.

french cuff: An imitation cuff (on trousers).

gimp: A cord used in making buttonholes.

gorge seam: The seam made to connect the color and the lapel facing.

grain: The direction of the fibers in wool; the pull or the straight of the goods.

hair cloth: A fabric made from horsehair with a cotton, linen, or worsted warp, used for padding or stiffening.

"hang down" shoulders: The effect given by poorly sewed shoulder pads.

hard press: To press the material under great pressure.

harris: A homespun, handwoven tweed, made on the Islands of Lewis and Harris, off the coast of Scotland.

hook: Type of opening used on the back of a full-dress coat, sometimes call "hood vent."

inseam: An inner seam such as on the inside of trouser legs, and under arm seams of sleeves.

lapel: The fold of the front of the coat in continuation of the collar.

lapel notch: The V-shaped cut in the lapel just below the peak.

lap seam: The lap-over in the material formed when making the shoulder seams.

lining-facing seam: The seam that attaches the lining to the facing.

markstitch: To make a small stitch on material in order to mark where a certain item must go. (Start and finish of pockets, darts, etc.)

nap: Hairy or downy surface of the material (such as on cashmere, camel's hair).

notch: A "V" shaped cut-out, used to mark pieces of material for matching.

outlet: Extra material allowed for alteration of garment.

overplaid: Type of pattern in material.

padding stitch: Invisible stitch used in collar and lapel to hold the garment together and give it shape.

patch pockets: Pockets that are made by putting a separate piece of material on the garment.

peak lapel: Lapel used on a double-breasted coat.

pipe: The act of sewing on the piping.

piping: A narrow bias fold of material, sometimes covered cord, used to decorate edges of a seam; trimming or ornamentation by means of such a fold.

ply: A thickness or layer of cloth, such as four plies of cotton.

rise: The height of the waistband of trousers.

roll: Act of rolling, as in roll of a lapel.

sack coat: A man's short, loose-fitting single-breasted or double-breasted coat for informal wear, the most regular type used for everyday wear.

sanforized: Term applied to preshrunk cottons and rayons.

shoulder pad: Padding used in the shoulder of a sack coat.

silesia: A twilled cotton fabric used for pockets and lining.

sleevehead: Strip of cotton wadding.

sponge cloth: A piece of drilling or press cloth which has been prepared for use in pressing.

stay: A layer of thickness used for support, as in pockets.

stoat: To join two (2) pieces of material without a seam.

tack stitch: To sew lightly with short stitches just enough to hold.

taper: To gradually become smaller toward one end; to slant.

thread: The act of pulling thread through the eye of the needle.

top collar: The top or right side of the collar.

under collar: The underside of the collar.

vent opening: The small slit on the sleeve where the buttons are sewed.

wadding: Padding for shoulders, used with shoulder pads.

welt: A split pocket, with no outer flap or outer material added.

wigan: A canvas-like cotton fabric, used to stiffen parts of the garments.

worsted: A strong, hard finished material, often used in suits.

yardage: The length, or extent, of material measured by the yard.

yoke: A band or shaped piece cut to fit over the upper back of a coat.

EXPLORATION ACTIVITY #7

Cutter, Cloth, Machine-Hand 781.884 — Unit E, Manufacturing

Cuts out the various garment pieces from layers of cloth which are spread on the cutting table, and follows the outline of the pattern on cloth with an electrically powered cutting knife. Sometimes layers of cloth are as high as 9 inches. Custom made clothing, one garment will be cut (2 layers) with a tailor's 12" shears. Also some trimmings.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. follow instructions for correct lay-out of pattern, pin or trace pattern on fabric. b. perform pattern marking and transferring pattern markings using marking and cutting tools. c. cut on cutting line of pattern.	1. Teacher demonstrates and students perform the following activities: layout pattern, pin commercial pattern, or trace around hard paper pattern with tailors crayon. 2. Transfer all pattern markings to material. (Do not use tracing wheel and carbon paper.) Use notcher shears, tailors crayon or marking pencil, and tailors tacks. (Suggest simple project such as scarf, bow tie, pocket hankie insert, or scarf-vest.) 3. Student cuts out pattern, using machine or hand tools.	World of Work, Visual Resource File, slides 4-CL-F 5-CL-F 6-CL-F Bishop Method of Clothing Construction. Opportunities in Clothing, Charles A. Bennett. Tailoring Suits The Professional Way, by Clarence Poulin, Charles A. Bennett. Occupational Outlook Handbook, 1972-73. See Joseph Rehling, Courter Tech. for information on hankie project.

RESOURCES

Unit E, Manufacturing — Cutter, Cloth, Machine-Hand

Audio Visual Media: Slides, color. Garment Construction, The World of Work, Cincinnati Public Schools, 1970.

Consultants: Mr. Joseph H. Rehling
Mr. James D. Pyle
Courter Tech. High School
Needle Trades Department
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48

Equipment and Supplies:
Slide projector and screen
Commercial pattern
Tailors marking crayon
Safety pins and ruler
Tape measure
Shears or scissors
Material, wool, cotton, etc.
Work table or cutting table

Reference: McDermott, Irene E. and Norris, Jeanne L., Opportunities in Clothing, Charles A. Bennett Company, Inc., Peoria, Illinois, 1972.

Bishop - Arch, The Bishop Method of Clothing Construction, J. B. Lippincott Company, Philadelphia, New York, 1959.

Poulin, Clarence, Tailoring Suits the Professional Way, Charles A. Bennett Company, Inc., Peoria, Illinois, 1972.

EXPLORATION ACTIVITY #8

Sample Maker, Garment 785.381

Unit F, Manufacturing

Makes complete sample garment, following patterns, sketches, and design specifications. Sews parts and attaches accessories and/or ornamentations, using hand needle, and thread or sewing machine. May be called upon to operate "special" machines such as, blind-stitch, serger, buttonhole machines.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. perform three methods of basting. b. perform machine stitching exercise. c. make a complete quality project to the teacher's satisfaction. d. perform their individual project operations, and demonstrate satisfactory workmanship as observed by the teacher.	1. Students have samples of material to work with. Teacher demonstrates basting stitches. 2. Students make samples of basting stitch on sample cloth. 3. Teacher demonstrates, and students practice stitching straight seams. 4. Teacher demonstrates the making of sample project. 5. Small select group of students make sample project. 6. Select group of students are assigned to making each operation of project. (Sewing machine operators.)	World of Work, color slides, Visual Resource Guide. 8-CL-F 9-CL-F 10-CL-F 11-CL-F Occupational Outlook Handbook, 1972-73. Opportunities in Clothing, Charles A. Bennett. Sewing Exercise Stitching Charts. See Singer Industrial Products. I.P.D. 391-71A I.P.D. 391-71B I.P.D. 391-71C I.P.D. 391-71D

RESOURCES

Unit F, Manufacturing — Sample Maker, Garment

Audio Visual Media: Slides, color. Garment Construction, The World of Work, Cincinnati Public Schools, 1970.

Film, sound 14 min., color #317. How Clothing is Made. Story of Man Production. A.V. Media Handbook, Cincinnati Public Schools.

Filmstrip, color #5627. Construction Ahead. McCalls Easy Sewing, A.V. Media Handbook, Cincinnati Public Schools.

Equipment and Supplies:
Film projector and screen
Slide projector and screen
Sample cloth
Hand needles and thimbles
Thread and scissors
Sewing exercise charts
Sewing machines, single needle
Tailors marking crayon or pencil

Reference: U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700 Occupational Outlook Handbook, U.S. Printing Office, Washington, D.C. 20402, 1972-73.

McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Company, Inc., Peoria, Illinois, 1972.

Singer Industrial Products, Sewing Exercise Charts. Mr. William L. Mason, Sales Representative, Industrial Products Division, 481-7728.

EXPLORATION ACTIVITY #9

Assembler, Work Bundles 381.687

Unit G, Manufacturing

Assembles specified number of selected garments or parts into bundles for distribution to production workers. Selects parts required to make complete article according to size, style, and color. Ties production ticket to bundles of parts.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. properly assemble and distribute work to production workers. b. design a workable floor plan, for a textile project, given graph paper. c. identify and solve assembly line deficiencies. d. understand and operate the assembly of component parts.	1. Assemble component parts of project, teacher will demonstrate proper assembly of parts, bundle and distribute to production workers, assign students to repeat teacher demonstration. 2. Assign student group to lay-out and design floor plan for production of textile project, worktables, machinery, etc. 3. Operate assembly line and work stations for greatest efficiency. 4. Read: Combining Components, Reading #15. Story of Fabrics, World of Work Text.	Filmstrip, How America Is Clothed, America At Work, Eyegate House - Jamaica, New York, New York, 11435, 42-C. Graph paper, drafting tools. Ref: Construction trades, or drafting instructor in local school. See suggested floor plan for plant operations. World of Work, Text, Story of Fabrics.

RESOURCES

Unit G, Manufacturing — Assembler, Work Bundles

Audio Visual Media: Filmstrip How America is Clothed, America at Work. Order from: Eyegate House, New York, New York, Jamaica, 11435 42-C.

Film, color, sound 14 min. How Clothing Is Made. Story of man production #317, Cincinnati Public Schools, A.V. Media Handbook.

Consultant: For floor plan design: Contact teacher from drafting or construction trades department. (In school resource.)

Equipment and Supplies:
- Slide projector and screen
- Film projector and screen
- Material, parts of project
- Tailors marking crayon
- Ruler and tape measure
- Work table, cutting table
- Sewing thread
- Shears or scissors
- Hand needles
- Sewing machine(s)
- Graph paper or unlined drawing paper
- Bundle work tickets
- Operator work ticket
- Drawing pencil or pen

Reference: Rehling, Joseph H. Story of Fabric, World of Work, Home Economics, Cincinnati Public Schools, 1969-70-72.

U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700 Occupational Outlook Handbook, U.S. Printing Office, Washington, D.C. 20402, 1972-73.

EXPLORATION ACTIVITY #10

Sewing Machine Operator 787.782

Unit H, Manufacturing

Generally specialize in a single operation such as sewing shoulder seams, cuffs to sleeves. Some make pockets, collars or sleeves, others assemble and join these completed sections to the main parts of a garment. Operators generally are classified by type of machine they use, such as single-needle, blind-stitch, etc.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. understand and appreciate the importance of a well organized plant operation. b. list in their flow-chart, the progression of a product within their plant. c. write, step by step, each operation performance, in detail, and understandable language.	1. Organize class into manufacturing company. Select operators for sewing machines. Suggest (2) two students be assigned to each work station. 2. Have the class make a sample flow-chart, listing project operations break-down, assembly line procedure, and sewing methods for each operation. 3. Have a group of students make up how-to sheets for each operation. Attach copy of sheet to each work table. 4. Pass out work bundles to each operation and begin production.	Occupational Outlook Handbook, 1972-73. Opportunities in Clothing, Charles A. Bennett. Slides, color, World of Work, Visual Resource Guide. 8-CL-F 9-CL-F 11-CL-F Ref: For consultant on shop lay-out and assembly line methods, call Joseph Rehling, Courter Tech. High.

RESOURCES

Unit H, Manufacturing — Sewing Machine Operator

Audio Visual Media: Slides, color, Garment Construction, The World of Work, Cincinnati Public Schools, 1970

Film, color, 11 min. Making Cotton Clothing #1493, Cincinnati Public Schools, A.V. Media Handbook.

Filmstrip, color #5627. Construction Ahead, McCalls' Easy Sewing. A.V. Media Handbook, Cincinnati Public Schools.

Filmstrip, color #6242. Tools for Sewing, Cincinnati Public Schools, A.V. Media Handbook.

Consultants: Mr. James D. Pyle
Mr. Joseph H. Rehling
Courter Tech. High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48

Equipment and Supplies:
Slide projector and screen
Film projector and screen
Sewing machine(s)
Work table
Sewing thread
Material, wool, cotton, etc. for production of product
Tailors crayon or pencils
Unlined drawing paper and pencil
Notebook or tablet paper
Shears or scissors

Reference: McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Co., Inc., Peoria, Illinois, 1968.

U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700 Occupational Outlook Handbook, U.S. Printing Office, Washington, D.C. 20402, 1972-73.

Consultant: Joseph H. Rehling
Courter Tech, High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48

EXPLORATION ACTIVITY #11

Presser, Machine-Hand 363.782, 363.884, 363.885 Unit I, Manufacturing

There are (2) two basic types of pressers--underpressers and finish pressers. Underpressers specialize on particular garment parts, such as collars, shoulders, seams, or pockets. Their duties vary from simple smoothing of cloth and flattening of seams to skillful shaping of garment parts. Finish pressers do final pressing at end of sewing operations.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. perform basic pressing skills. b. identify and apply pressing equipment to their proper usage. c. perform various methods of folding, hanging, or stacking finished articles.	1. Demonstrate underpressing and finish pressing methods. 2. Demonstrate and discuss pressing equipment: a. iron board and padding and cover b. steam-iron temperature controls c. press cloth d. sponge e. clothes brush f. sleeve board g. tailors ham 3. Demonstrate methods of hanging, folding or stacking of completed units of project.	World of Work, Visual Resource Guide 10-CL-F 12-CL-F 12a-CL-F 13-CL-F 15-CL-F & 15a-Cl-F Finishing Techniques for the Textile Maintenance Industry, by Helen Deranian, Barclay Publishers, 282 Seventh Avenue, New York. Plant Tour of Industrial Pressing Equipment Call on Joseph Rehling Fabric Service Center, Courter Tech. High.

RESOURCES

Unit I, Manufacturing — Presser, Machine-Hand

Audio Visual Media: Slides, color. Garment Construction and Care of Garments. The World of Work, Cincinnati Public Schools, 1975.

Film, color, 10 min #1393. Laundry and Drycleaning. Operations in cleaning and finishing (pressing), Cincinnati Public Schools, A.V. Media Handbook.

Consultant and Field Trip: Mr. Joseph H. Rehling
Courter Tech. High School
"Fabric Service Center" Shop 130
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48
Plant tour and pressing demonstrations 1 hour p.m. only.

Equipment and Supplies:
Slide projector and screen
Film projector and screen
Iron board, padding, and cover
Steam-iron
Press cloth
Sponge and container for water
Sleeve board or tailors ham
Clothes brush
Finished product or sections
Hangers and/or wrapping paper

Reference: Deranian, Helen. Finishing Techniques for the Textile Maintenance Industry. Barclay Publishers, 282 Seventh Avenue, New York, 1968.

McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Company, Inc., Peoria, Illinois, 1972.

EXPLORATION ACTIVITY #12

Inspector 789.587

Unit J, Manufacturing

Spreads article over table or rack and scans article to detect defective stitching, loose threads, or color variations between thread and fabric, uneven seams, corners, pleats, or hems. Marks defects with gummed label or chalk (crayon). Returns articles that fail to meet specifications to original work station.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. inspect each finished article in their proper sequence. b. design a workable code system. c. produce in numbers, code tickets for each operation.	1. Teacher will demonstrate method of inspection (sequence): a. quality workmanship b. machine and hand stitching c. hang threads d. oil or soil spots e. fold or hanging methods 2. Have students design a code system to be used by each operator, in order to identify their work bundle. 3. Have students make operator-production code ticket for each operation. For example: Sewing machine operator #1 Inspector Mary Lewis, Attaches to each completed bundle the tag shown below. OPERATION #1 M. L.	World of Work, Story of Fabric, page 96. text, 1970. Finishing Techniques For The Textile Maintenance Industry, by Helen Deranian, Barclay Publishers, 282 7th Avenue, New York. Inspection, Chapter 9. Samples of code. Tickets may be picked up from many clothing plants or department stores, upon request.

RESOURCES

Unit J, Manufacturing — Inspector: Textile

Audio Visual Media: Film, color, 10 min. #1757. Irish Linen. From the field to the finished product. Cincinnati Public Schools, A.V. Media Handbook.

Slides, color. Care of Garments. The World of Work. Cincinnati Public Schools, 1970.

Equipment and Supplies:
Work table or clothing rack
Finished products
Production code or piece-work ticket
Scissors or thread trimmers
Masking tape
Whisk broom
Straight pins

Note: Sample work tickets, (inspectors, piece-work, etc.) can be picked up from many clothing plants upon request.

Reference: Rehling, Joseph H. Story of Fabric. The World of Work, page 96, 1970. Home Economics, Cincinnati, Ohio. Cincinnati Public Schools.

Sturn, Mary Mark - Geiser, Edwina Hefley. Guide to Modern Clothing, Webster Division, McGraw-Hill, New York, St. Louis, 1968.

Deranian, Helen. Finishing Techniques for the Textile Maintenance Industry, Chapter 9. Inspection. Barclay Publishers, 282 Seventh Avenue, New York, 1968.

EXPLORATION ACTIVITY #13

Receiving and Shipping Clerk 222.387 Unit K, Manufacturing

Receives incoming shipments of yard goods, small supplies and trimmings, keeps records pertaining thereto. Compares quantity and identification numbers of supplies against order: Shipping affixes identification information and shipping instructions on containers. Prepares records of merchandise shipped and bills of lading. Posts weights and shipping charges, keeps files of shipping records.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. design and organize a workable shipping department. b. list the skills and knowledge necessary to perform the duties of this department. c. distinguish between the various forms and how to use them, given samples and information. d. operate a simulated shipping department accurately depicting the roles involved.	1. Have students organize receiving and shipping department. 2. Determine skills and knowledge necessary to operate this department. 3. Define/explain: invoices shipping forms freight and postal rates weight and cost properly addressed packages requisition form bill of lading form fragile information markings routing shipments 4. Role-play, student/s receiving supplies and shipping of completed work order.	Opportunities in Clothing, Charles A. Bennett. Occupational Outlook Handbook, 1972-73. For purchase of: see Shipping Room Supplies, page 723, Cincinnati Bell, Yellow Pages. Field trip to a local department or discount store shipping department.

RESOURCES

Unit K, Manufacturing — Receiving and Shipping Clerk

Audio Visual Media: Slides, color. Special Services. The World of Work, Cincinnati Public Schools, 1970.

Filmstrip, color #6258. Your Retail Store. Cincinnati Public Schools, A.V. Media Handbook.

Field Trip: King Bag Manufacturing Company
1500 Spring Lawn Avenue
Cincinnati, Ohio 45223
541-5440. 45 minute tour

Sears and Roebuck Company
2900 Reading Road
Cincinnati, Ohio 45229
See Personnel Manager
961-7820

Equipment and Supplies:
Invoices
Shipping forms
Requisition forms
Lading form
Pen or pencil
Notebook paper
Boxes or wrapping paper
Twine or string

Reference: McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Company, Inc., Peoria, Illinois, 1968.

U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700, Occupational Outlook Handbook. U.S. Printing Office, Washington, D.C. 20402, 1972-73.

EXPLORATION ACTIVITY #14

Retail Store Manager 290.468 Unit A, Service

Checks on store and route sales, confers with management regarding sales promotions, store personnel. Calls upon customers, adjusts complaints, and estimates cost of unusual services. Receives and returns completed work to customers, collects payment, maintains a record of cash on hand and money received. Takes inventory of completed work awaiting delivery, supplies and money received each week.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. list job expectations in the following categories: sales ability personal appearance company objectives company policies b. design a flow-chart of the following divisions: merchandising promotion financial store service c. achieve the techniques of sales/product, displays, and properly filling out sales work sheets and tickets.	1. Have students survey job expectations of one person already employed (may visit local service company) for interview or research merchandising text. 2. Assign your retail store personnel to organize and make a flow-chart of the products to be processed. 3. Demonstrate and discuss appropriate dress and behavior for a store manager. 4. Have students prepare a counter, showcase, or window display. 5. Have students practice filling out sales invoice, stock cards, inventory sheets, etc.	World of Work book, Story of Fabrics Retail Store Personnel. Opportunities in Clothing, Charles A. Bennett, Chapter 2, Merchandising.

RESOURCES

Unit A, Service — Retail Store Manager

Audio Visual Media: Filmstrip, color #6224. Receiving Customers and Callers. Cincinnati Public Schools, A.V. Media Handbook.

Slides, color. Care of Garments. The World of Work. Cincinnati Public Schools, 1970.

Consultants: Mr. John Olmstead, President
Teasdale Fenton Cleaners
2519 Burnet Avenue
Cincinnati, Ohio 45219
961-3200

Miss Maxine Poynter, Store Personnel Manager
Teasdale Fenton Cleaners
2519 Burnet Avenue
Cincinnati, Ohio 45219
916-3200

Equipment and Supplies:
Filmstrip projector and screen
Slide projector and screen
Drawing or notebook paper
Pencil or pen and ruler
Sale invoices
Inventory sheets
Work tags
Table or window display
a. body form or hangers
b. display items, clothing, etc.
c. trims, ribbons, table or floor cover
d. pins and tape (masking, scotch)

Reference: Rehling, Joseph H. Story of Fabrics. Retail Store Personnel, Home Economics, Cincinnati Public Schools, Cincinnati, Ohio.

McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Company, Inc., Peoria, Illinois, 1968.

EXPLORATION ACTIVITY #15

Counter Clerk 222.478 Unit B, Service

Accepts clothing from customer, makes out a receipt, places soiled garments and invoice in customer order bag, turns bundle over to marking department. Will add to invoice any special information (such as: coffee stain on front of shirt or garment defects). Returns completed work to customer, collects payment, maintains records of money received. Works under supervision of store manager.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. list and demonstrate five principles of personal grooming. b. fill out work tickets and invoices. c. list and solve five common customer problems/complaints.	1. Demonstrate to the class, using a student model, counter clerk personal appearance check list: a. hair b. make-up c. clothing, uniform d. body grooming 2. Demonstrate methods of filling out sales invoice and using special work tickets. 3. Role-play a counter clerk accepting a customer order. 4. Role-play a counter clerk meeting some of the problems in the daily routine (complaints): a. soil spots b. order not completed on time c. damaged garment d. poor quality pressing	Opportunities in Clothing. Charles A. Bennett. Visit local service company for How To information on filling out invoices, work tickets, etc. or Contact: Josehp Rehling Fabric Service Center, Courter Tech. High. Class set of Steps in Handling a Complaint (attached).

RESOURCES

Unit B, Service — Counter Clerk

Audio Visual Media: Film, color #2635, 28 min. Clothing Our People. This is our town. Cincinnati Public Schools. A.V. Media Handbook.

Filmstrip #7586, color. How To Apply For A Job.

Film, color #2139. How to Keep A Job. 10 min. Cincinnati Public Schools. A.V. Media Handbook.

Consultants: Mr. Joseph H. Rehling
Fabric Service Center
Courter Tech. High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48.

Note: For current articles or bulletins on counter sales, advertising and public relations write to:

Marcia Miller, Consultant
Over the Counter
c/o American Drycleaner
500 N. Dearborn Street
Chicago, Illinois 60610

Miss Maxine Poynter, Sales
Teasdale Fenton Cleaners
2519 Burnet Avenue
Cincinnati, Ohio 45219
961-3200

Equipment and Supplies:
- Sample invoice ticket
- Drycleaning tag (day, gray)
- Safety pins
- Pen or pencil
- Special information tags
- How to sheet (enter order)
- Film and filmstrip projector and screen
- Sample garments

Note: See special supply package for this activity c/o Instructional Consultant, Career Development.

Reference: McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Company, Inc., Peoria, Illinois, 1968.

INFORMATION SHEET

STEPS IN HANDLING A COMPLAINT

Unit B, Service — Counter Clerk

Regardless of whether the complaint is caused by the customer, the manufacturer, or the cleaner, you have a responsibility. The customer must be satisfied. Show that you accept this responsibility.

Show your concern when the customer has a complaint--don't get annoyed or look indifferent.

When you have a complaint, do these six things:

1. Ask the customer for all the facts and while giving them to you--
2. Listen politely. Do not interrupt. When the customer is through--
3. Repeat the complaint back to the customer, mentioning only the facts--
4. Express regrets for any inconvenience caused the customer.
5. Take action immediately. Let your customer see you are doing your best to correct the situation.
6. Ask for more business--for another chance to serve the customer.

Note: Turn customer complaints into sales situations. Don't fear complaints--use these six steps and keep your customers.

TEXTILE SERVICES

DRYCLEANING: ENTER AND MARKING

Supplies Needed:

1. Sales invoice
2. Ball point pen
3. Permanent ink pen (laundry type)
4. Safety pins
5. Staple gun and staples
6. Day tag (gray)
7. Special Instruction Flag Tag (repairs, special, etc.)
8. Customer order bag

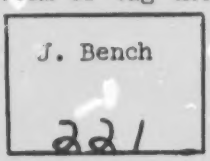
How to Fill out a Drycleaning Sales Invoice:

1. Circle last three numbers of the code (red numbers)
2. Customer full name
3. Customer address
4. Date entered
5. Place an "X" in the day block garments are to be finished. Allow 3 days for normal service.
6. List each article of clothing
7. List total cost of each article
8. Total cost of all items, total price
9. Place an "X" in the special blocks at bottom of invoice for belt, buttons, etc.
10. If special instructions are needed, write information at bottom of invoice.

How to Fill Out a Drycleaning Day Tag:

Note: Use permanent ink pen when filling out day tag. (gray)

1. Write or print customer's name (J. Bench).
2. Include at bottom of tag the order code number.



10221 last three numbers

Position of Day Tag on Garments and Household articles:

1. All garments with sleeves, fold tag in half, pin to left under sleeve.
2. Sleeveless garments, fold tag in half, pin to left underarm facing.
3. Trouser and slacks, fold tag in half, pin to front fly facing; slacks, pin to zipper placket facing.
4. Skirts, fold tag in half, pin to placket facing.
5. Ties, fold tag in half, pin tag to center of tie.
6. Drapes and slipcovers, fold tag in half, pin to hem.

EXPLORATION ACTIVITY #16

Marker, Tagging, Sorter 369.887 Unit C, Service

Marks incoming garments that are to be serviced with an identifying code number, using a marking machine, or by hand marking. Fills out invoice (work ticket), marks each item with a cleaning tag, pins or clips to garment, searches each garment, separates articles into groups according to kind, color, degree of soil content. Routes clothing to proper cleaning departments.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. identify and use the marker's supplies. b. affix the cleaning tag in the proper position on garments and household articles. c. enter and mark a customer order to the satisfaction of the instructor.	1. List the supplies used by the marker, demonstrate how they are used. a. sales invoice b. marking pen c. cleaning tags d. special instruction tags e. envelopes for trimmings f. customer order bags g. safety pins h. staple gun 2. Demonstrate how and where to position cleaning tag on garment. Garment with sleeves, left sleeve. Garment without sleeves, left underarm. Trouser/slacks, skirt, pin to fly or placket facing. Ties, pin to center of tie. Drapes, slipcover, blanket, pin to hem. 3. Assign two (2) students to role-play the entering, marking, and tagging of a customer order.	Purchase supplies listed from: Bauer Frany Co. 4141 Montgomery Rd. 631-4471. For additional information on supplies call Joseph Rehling, Fabric Service Center, Courter Tech. High School. World of Work, Story of Fabrics, Chapters 20, 21, 22, & 23. Retail Store Personnel Maintaining Fabrics Drycleaning Practices Laundry Practices Reference "Enter and Marking Procedures" attached to activities.

RESOURCES

Unit C, Service — Marker, Tagging, Sorter

Consultants: For Counter Supplies and Sales
Mr. Vince Schildmeyer
c/o Bauer-Frany Company
4141 Montgomery Road
Cincinnati, Ohio 45212

Mr. Joseph Rehling
Fabric Service Center
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48

Equipment and Supplies:
Sales invoice
Marking pen (laundry type)
Cleaning tags (gray)
Envelopes
Safety pins
Staple, table or gun type
Order bag
Sample garments

Note: See special supply package for this activity
c/o Instructional Consultant, Career Development

Reference: Rehling, Joseph H. Story of Fabric. The World of Work, Home Economics, Cincinnati Public Schools. See chapters 20, 21, 22, & 23 on:

- Retail Store Personnel
- Maintaining Fabrics
- Drycleaning Practices
- Laundry Practices

Mr. Joseph H. Rehling
Fabric Service Center
Retail Sales and Marking Department
Courter Tech. High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48.

EXPLORATION ACTIVITY #17

Foreman, Cleaning 369.138 Unit D, Service

Supervises and coordinates the work performed in cleaning department. Prepares schedules of work, issuing work assignments, seeing that all instructions are carried-out as directed. Investigates complaints of shortage or damage. Advises head sorter on special cleaning problems. Places orders for supplies, observes operating condition of machines. Hires and/or discharges employees as conditions warrant.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. understand and comprehend the duties of a foreman. b. prepare the various duty rosters for plant assignments. c. establish and understand employee rules and policies guidelines.	1. Invite a cleaning plant foreman to class. Suggest that he report on plant production, equipment, duties in plant operation, special training, and education. 2. Assign a group (2-4) to prepare schedules of work and work assignments for plant operation. 3. Invite the class to make a list of company rules and policies employees should meet. Suggested list. (Discuss each in detail, working conditions.) wage incentive working hours absenteeism quality standards production standards parking dress break-time wage garnishments sick leave	Invite local plant owner, or contact Mr. Max Zimmerman, Cincinnati Drycleaners Association, 221-0333. Teacher Resource, should have a rough plan lay-out for work assignments and schedules. Opportunities in Clothing, Charles A. Bennett, Chapter 1, page 20.

RESOURCES

Unit D, Service — Foreman, Cleaning

Audio Visual Media: Film, color #1393, 10 min. Laundry and Drycleaning
Cincinnati Public Schools, A.V. Media Handbook.

Consultants: Laundry and Drycleaners, International Union
Local 248, A.F.L.-C.I.O.
220 West 12th Street
Cincinnati, Ohio 45210
421-4800

Mr. Max Zimmerman, Member
c/o Cincinnati Drycleaners Association
221-0333

Note: Contact your local plant owner or manager for your consultant or plant visit.

Field Trip: Visit local drycleaning or coin-operated plant for an insight on cleaning operations.

Equipment and Supplies: Film projector and screen
Notebook and paper, with pen or pencil

Reference: U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700 Occupational Outlook Handbook, U.S. Printing Office, Washington, D.C. 20402, 1972-73.

Suggest you write for a copy of:
The Monthly Special Reporter
November 1971. 3-12 b
American Institute of Laundering
Joliet, Illinois 60434

EXPLORATION ACTIVITY #18

Spotter, Head 362.782 Unit E, Service

Instructs spotters in the use of solvents, gives advice concerning the removal of the more difficult spots and stains. Worker must know the composition of various types of fabrics, the effect spotting agents will have on them and on dyes. The head of the spotting department will confine his activity to supervising and to the more delicate spotting problems. Knowledge of chemistry is highly desirable.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. list equipment and supplies needed for stain removal. (Describe in one paragraph, the 5 most common stain removal processes.) b. understand and have a general knowledge of stain removal techniques. c. design a workable spot removal chart. d. perform (2) basic spotting techniques.	1. Form a committee to study a spotting manual or chart. List basic equipment and supplies needed for removing common stains. 2. Visit a local drycleaner (small group) and talk with the head spotter. Find out how to determine the type of stains and how to remove them. 3. Have pupils list several common stains. Make a spot removal chart. 4. Using material and supplies available to you, have student practice some basic spot removal techniques.	Spotters Manual National Institute of Drycleaning, Silver Springs, Maryland 10410. Class set of "Spotters Chart" and "Steps for Removing Common Stains" (attached) Film #1393. Laundering and Drycleaning. Resource Services Fry Brothers Company. Drycleaning and Laundry Supplies, 871-3600. Dubois Chemical Corp., Dubois Tower, 762-6000. Procter & Gamble Co. 6th & Sycamore, 562-1100. Banasch's Sewing & Cleaners Supplies, Industrial, 426 E. 6th Street, 721-5213.

Unit E, Service — Spotter, Head

Audio Visual Media: Slides, color. Care of Garments. The World of Work, Cincinnati Public Schools, 1970.

Consultants: Ohio Drycleaners Association
555 E. Broad Street
Columbus, Ohio 43215
(614) 228-4484

Local representatives:

Mr. Max Zimmerman, President
Z. E. Products, 221-0333

Mr. John Olmstead
Teasdale Fenton Cleaners, 961-3200

Sanitone Division-Emery Ind.
3500 Carew Tower
Cincinnati, Ohio 45202

Field Trip: Contact your local drycleaner or large cleaning industrial plant. For a demonstration of this nature most plants will only handle about 6 to 8 students at any given time.

For further information on this subject, contact:
Mr. Joseph Rehling
Fabric Service Center
Courter Tech. High School
681-6150, Ext. 48.

Equipment and Supplies: Spotters kit for laundry and drycleaning plants. This kit will include chemicals for most common spotting problems and "Spotting Chart."

Order Warco Spotters Combo
Banasch's Sewing and Cleaners Supplies
426 East 6th Street
Cincinnati, Ohio
721-5213. Price $15.90 each

Reference: Spotters Manual. National Institute of Drycleaning, Silver Springs, Maryland 10910.

Note: See spotters chart enclosed for the removal of common stains.

SPOTTING

Vocabulary

spotting board: Long flat surface, screen covered with flat glass surface for tamping spots, centrally located vacuum.

steam-gun: Used as a quick source of water and/or steam for flushing or feathering out stains.

steam pressure: At spotting board is 70 to 75 pounds per square inch (P.S.I.). Steam temperature, about 300 degrees F.

sleeve board: Is designed for spotting sleeves, or any other areas too small to fit over the large spotting board. Also has a vacuum system.

spotting brushes: Used for tamping or brushing out stains. May be nylon or bristle. White brush for wet agents and black brush for oily-paint removers.

spatula: Made of metal or bone, round on both ends. Bone scraper is rounded at one end and pointed at the other. Used to loosen stubborn particles of soil.

turkish-towel: Used to dry under any wet area, created by tamping on the glass portion of the spotting board.

SPOTTERS CHART

Unit E, Service

Type of Stain	Washable	Non-Washable
Blood	Soak in cold water; 4, 13	2, 11
Chewing gum	12, 1, 6, 4	12, 1, 14
Chocolate	4, 9	1, 5, 13
Grass	4, 9	7, 12, 11
Grease (black stains)	3, 13, 4	3, 1
Grease (colorless)	4	1
Ice cream or milk	2, 13, 4	1, 2, 5
Ball point pen ink	4	10
Lipstick	3, 4, 9	3, 1, 6, 7
Mustard	8, 4	7, 8
Nail polish	10, 9	10, 9
Soft drinks	2, 8, 9	2, 8
Unknown spot	2, 4	2, 1, 11

Notes:

a. Use steps in sequence listed, but do not continue after stain is removed.

b. Lipstick requires hard rubbing with soap and water and probably cannot be removed from fragile or non-washable fabrics.

c. Some soft drink stains are nearly impossible to remove if they have been set by age, heat, or soap.

d. Nail polish can not be removed from some fabrics.

e. Do not use solvents on wet fabric, dry between steps.

STEPS FOR REMOVING COMMON STAINS

1. Sponge with fireproof cleaning fluid.
2. Sponge with cold or lukewarm, not hot, water. Use cold water on soft drink, egg, blood, ice cream, and meat-juice stains.
3. Rub in petroleum jelly to soften the stain.
4. Wash in warm water with a synthetic detergent or soap.
5. Moisten spot with cold or lukewarm water. Rub in some pepsin powder and allow to remain for half an hour. Sponge with water.
6. Soak for a short while in a bowl of fireproof cleaning fluid.
7. Sponge with denatured alcohol. An acetate and colored materials use a mixture of 1 part alcohol, 2 parts water.
8. Apply glycerine and rub lightly between hands. Let stand half an hour. Sponge with lukewarm water. For fruit stains, allow the gylcerine to remain for several hours.
9. Sponge with hydrogen peroxide to which sodium perborate has been added (1 teaspoon per pint). Rinse well. Do not use on colored material without testing colorfastness on hidden part of garment.
10. Sponge with nail-polish remover unless the fabric is acetate, Arnel, Dynel or Verel. Do not use nail-polish remover on these fabrics -- it may make a hole.
11. Take to dry cleaner.
12. Scrape excess from stain with a dull instrument.
13. Rub detergent on the stain and work it into the fabric. Rinse.
14. Apply lemon juice and salt and place in sun. Rinse.

EXPLORATION ACTIVITY #19

Cleaner, Operator 362.782 Unit F, Service

Cleans, drys, deodorizes garments by operating machines which wash them in drycleaning solvents. Sorts garments into groups according to color and material, decides the amount and mixture of solvent to use, length of time machine will operate. Many plants use continuous-process machines of a semi-automatic nature, worker need only load and unload.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. understand the procedures to be followed in cleaning techniques. b. identify and/or describe equipment and supplies used in commercial (coin-operated) cleaning plants. c. identify and/or describe modern methods of cleaning and finishing of textile products.	1. Visit a local drycleaner or one of the large industrial plants for a practical experience in cleaning operations. or 2. Visit a local coin-operated drycleaning operation for a demonstration on semi-automatic cleaning equipment. or 3. Visit the Fabric Service Center, Courter Tech. High School, for a study in cleaning methods. This will include a plant tour and classroom discussion period. 4. Discuss what garment labels mean.	Visual Resource Guide, The World of Work, Cincinnati Public Schools. Laundry and Drycleaners Local, 248, AFL-CIO, 421-4800, 220 West 12th Street, Cincinnati. Consultant: Joseph H. Rehling, Courter Tech. High, Fabric Service Center, Shop 130. A class set of "What Garment Labels Mean" (attached).

RESOURCES

Unit F, Service — Cleaner, Operator

Audio Visual Media: Film, color, 13½ min. Care for the Clothes You Wear. National Institute of Drycleaning, 909 Burlington Ave., Silver Springs, Maryland 10910.

Note: For loan of above film contact:

Joseph H. Rehling
Fabric Service Center
Courter Tech. High School
681-6150, Ext. 48.

Field Trip: Note: Contact your local drycleaners for plant tours of cleaning operations. Most will suggest you bring small select groups of students. A coin-operated center would make a fine visit.

Fabric Service Center
Courter Tech. High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48. (p.m. only)

Reference: Rehling, Joseph H. Story of Fabric. World of Work, Home Economics, Cincinnati Public Schools, 1969-70-72.

U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1700, Occupational Outlook Handbook. U.S. Printing Office, Washington, D.C. 20402, 1972-73.

Cleaning Efficiency and Performance information bulletins write to:

International Fabricane Institute
P.O. Box 940
Joliet, Illinois 60434

What garment labels mean

The Federal Trade Commission requires all garments manufactured after July 3, 1972 to carry permanent labels on garment care. Unfortunately, the new rule did not specify the wording to be used in the labels, so each manufacturer has his own wording. It can be very confusing. The FTC also did not require the labels to state all approved care methods. For instance, garments labeled "Washable" are also "Drycleanable", but the label doesn't have to mention both.

In order to clear up some of the confusion, here, for your convenience, are definitions of some of the most common garment labels. Please take note that virtually all of them mean garments are drycleanable, even when the label doesn't say so.

What label says	What label means
Machine Wash Hot	*Any washing machine cycle: hot water setting. Use line or tumble dry: any cycle. Ironable at normal iron temperature. White items may be bleached.* ALSO DRYCLEANABLE.
Machine Wash Separately Hot	*Same as above, except that it should be washed alone or with similar colors. Do not use bleach.* ALSO DRYCLEANABLE.
Machine Wash Warm	*Any wash cycle: warm water setting. Use line or tumble dry; any cycle. Whites may be bleached. Ironable at normal iron setting.* ALSO DRYCLEANABLE.
Machine Wash Separately Warm	*Same as above, except wasn alone or with similar colors. Do not bleach.* ALSO DRYCLEANABLE.
Machine Wash Warm Line Dry	*Any wash cycle: warm water setting. Do not tumble dry. Hang to dry and shape gently. Whites may be bleached. Ironable at normal iron setting.* ALSO DRYCLEANABLE.
Machine Wash Separately Warm Line Dry	*Any wash cycle. Do not tumble dry. Hang to dry and shape gently. Wash alone or with similar colors. Do not bleach. Touch-up iron if necessary.* ALSO DRYCLEANABLE.
Machine Wash Warm Gentle Tumble Dry Low	*Can be machine washed at gentle or permanent press cycle: warm water setting. Set dryer for low heat or permanent press cycle or line dry. Whites may be bleached. Light touch-up iron if necessary.* ALSO DRYCLEANABLE.
Machine Wash Separately Warm Gentle Tumble Dry Low	*Same as above, except should be washed alone or with similar colors. Do not bleach.* ALSO DRYCLEANABLE.
Hand Wash Line Dry	*Hand wash in warm or cool water. Hang to dry. May be ironed at appropriate iron settings. Whites may be bleached.* ALSO DRYCLEANABLE.
Hand Wash Dry Flat	*Same as above, except stretch out flat on towels, gently shape and allow to dry. Ironing not required.* ALSO DRYCLEANABLE.
Hand Wash Separately Line Dry	*Hand wash in warm or cool water. Wash alone or with similar colors. Do not use bleach. Hang to dry. May be ironed at appropriate iron settings.* ALSO DRYCLEANABLE.
With Damp Cloth Only	*Do not wash or dry clean. Surfaces should be lightly sponged with damp cloth and mild soap. Wipe dry with towel.* YOUR DRYCLEANER WILL HANDLE APPROPRIATELY.
Do Not Dry Clean	*Standard drycleaning processes not acceptable.* YOUR DRYCLEANER WILL HANDLE APPROPRIATELY.
Dry Clean Only	*Do not wash. Any drycleaning method acceptable.*

DRYCLEANING

Vocabulary

prespot: Spotting before cleaning.

respot: Garments that have come back to spotting from pressers or from inspection.

reclean or rerun: To dryclean again.

dryspot: To spot with dry solvents.

dry-solvent: Does not mix with water; does with other dry solvents.

wet-solvent: Water or any solvent that mixes with water.

wet-cleaning: As used in the cleaning industry, a water process that differs from orthodox washing in that it is altered or controlled in relation to dyes, designs, weaves, fiber content, and garment construction.

specials: This may mean anything from one hour to one day service. Must also be kept track of carefully so they will be ready for the customer on time.

EXPLORATION ACTIVITY #20

Presser (Finisher) Machine, Hand 363.782 Unit G, Service

Finishes men's and women's garments on a steam pressing machine. These finishing units are classified manual, manual-air operated, and automatic. Presser may operate two or more machines having specially shaped bucks to press the various parts of the garments. High quality finishing would include hand pressing of linings, pleats, and problem garments. Many formal gowns are hand finished.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. observe and become acquainted with various finishing methods. b. identify and practice basic methods of garment finishing. c. hand press a garment with a steam iron.	1. Introduction of students to various methods of pressing techniques. Select films showing presser in action. or 2. Visit or contact local cleaning plant for permission to allow a select group of students to visit plant for the purpose of observing presser and finishing methods. 3. Demonstrate pressing methods using a steam iron and related information about heat control, fabrics and special finishes (starch, water-proofing, etc.)	Finishing Techniques For the Textile Maintenance Industry, by Helen Deranian, Barclay Publishers, 282, 7th Avenue, New York. Opportunities In Clothing, Charles A. Bennett, Chapter 6. Pages 255-56. Slides, color. Care of Garments, Cincinnati Public Schools, 1970 (pressing). Hand Pressing Methods, Guide to Modern Clothing, Chapter 11, McGraw-Hill Book Co.

RESOURCES

Unit G, Service — Presser (Finisher) Machine, Hand

Audio Visual Media: Slides, color. Care of Garments. The World of Work, Cincinnati Public Schools, 1970.

Field Trip: Contact your local drycleaner or call:

Mr. Joseph H. Rehling
Fabric Service Center
Courter Tech. High School
3520 Central Parkway
Cincinnati, Ohio 45223
681-6150, Ext. 48

Equipment and Supplies: Slide projector and screen
Steam iron and ironing board
Sample garments and press cloth
Products for treating fabrics
a. spray starch
b. spray water-repel (Scoth Guard)
c. spray sizing for fabrics

Reference: Deranian, Helen. Finishing Techniques for the Textile Maintenance Industry. Barclay Publishers, 282 Seventh Avenue, New York, 1968.

McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing Charles A. Bennett Company, Inc., Peoria, Illinois, 1968.

Sturm, Mary Mark - Grieser Edwina Tefley. Guide to Modern Clothing Webster Division, McGraw-Hill, New York, St. Louis, 1968.

EXPLORATION ACTIVITY #21

Inspector: Dryclean/Laundry 369.687 Unit H, Service

Inspects garments which have been serviced for unsatisfactory workmanship or incomplete processing: checks garments with cleaning ticket, returns improperly processed garments to appropriate department for correction. May mark touch-up with colored tape, or pin. Sends satisfactory garments to the assembly-bagging department. Should know about clothes style, spots, and pressing techniques.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. perform the inspection sequence of two different garments. b. list major pressing errors and correction methods. c. demonstrate the code system for marking faulty workmanship. d. identify and recognize quality workmanship.	1. Display different types of wearing apparel. Discuss and perform inspection techniques. 2. Have students inspect garments that have been pressed, with unsatisfactory workmanship. (Trousers double crease, soft pleats, spots, etc.) 3. Have students mark or code faulty pressing with tape or pin, return to presser for touch-up. 4. Relate to importance of quality workmanship and importance of the inspection operation.	Finishing Techniques for the Textile Maintenance Industry, by Helen Deranian, Barclay Publishers, 282 7th Avenue, New York. Slides, color. Care of Garments. World of Work, Cincinnati Public Schools, 1970. Class set of "Pressing Department Production Record" (attached).

RESOURCES

Unit H, Service — Inspector, Dryclean/Laundry

Audio Visual Media: Slides, color. Care of Garments. The World of Work, Cincinnati Public Schools, 1970.

Equipment and Supplies:
Slide projector and screen
Student notebook and pen or pencil
Wearing apparel, trousers, coat, dress, etc.
Masking tape and straight pins
Whisk broom
Garment hangers

Reference: Deranian, Helen. Finishing Techniques for the Textile Maintenance Industry. Barclay Publishers, 282, Seventh Avenue, New York, 1968. (See chapter 9, Garment Inspection.)

PRESSING DEPARTMENT PRODUCTION RECORD

NAME: _____ NO. _____

DATE: _____ thru _____

****

Dryclean Tally	Total Tally	Points Per-Piece	Total Points
Suits & Jackets		5	
Topcoats		5	
Raincoats		10	
Trousers & Slacks		5	
Sweaters & Vests		2	
Shirts & Blouses		5	
Skirts (plain)		5	
Skirts (pleated)		20	
Dress (plain)		5	
Dress (pleated)		20	
Robes		10	
Ties		2	
Drapes (hour rate)		20	

EXPLORATION ACTIVITY #22

Assembler-Bagger 369.687 & 920.887 Unit I, Service

Assembles component parts of garments to prepare them for delivery. Ascertains from a list of articles received that all parts of each garment are present. May check the assembled garments against itemized lists to make sure that each order is complete. Must be alert, be capable of sorting and selecting garment quickly and accurately. Knowledge of plant operations would be helpful.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. assemble a complete order of clothing with a minimum of errors. b. identify correct and incorrect procedures of assembly while observing the work of fellow students. c. identify bagging supplies and their use.	1. Display a collection of garments that have been pre-marked with a cleaning tag. Demonstrate to class how to assemble component parts of an order. (Use students outer-garments for this activity.) 2. Using the buddy-system, assign one pair of students to assemble an order, and another pair to check for errors. 3. Display different types of supplies used in packaging (bagging) of completed orders. See example supply kit for invoices, work tags, etc.	Bagging Supplies, Fry Brothers Company, 3600 Cardff Avenue, 871-3600. Finishing Techniques by Helen Deranian, Barclay Publishers, 282, 7th Avenue, New York. Fabric Service Center, Courter Tech. High Consultant: Joseph H. Rehling. Supply kit for bagging and assembly.

RESOURCES

Unit I, Service — Assembler-Bagger

Audio Visual Media: Slides, color. Care of Garments. Cincinnati Public Schools, The World of Work, 1970.

Consultants: For Bagging Methods and Supplies
Mr. Charles Frany
The Bauer/Frany Company
4141 Montgomery Road
Cincinnati, Ohio 45212
721-4471

Mr. Joseph H. Rehling
Fabric Service Center
Courter Tech. High School
681-6150, Ext. 48 p.m. only.

Equipment and Supplies:
- Slide projector and screen
- Sample garments
- Supply kit, tags, invoices, etc. (Instructional Consultant, Education Center)
- Masking tape and straight pins
- Pen or pencil
- Whisk broom

Reference: Deranian, Helen. Finishing Techniques for the Textile Maintenance Industry. Barclay Publishers, 282 Seventh Avenue, New York, 1968 (Chapter 11, Packaging).

Note: Copies of How To sheets on Assembly and Bagging can be obtained from:

Mr. Joseph H. Rehling
Fabric Service Center
Courter Tech. High School
681-6150, Ext. 48 p.m. only.

EXPLORATION ACTIVITY #23

Shipping Clerk 222.587 Unit J, Service

Sorts finished articles for delivery, placing those orders to be delivered along each route in a separate group. Fastens work invoice that shows charges due and customers' name and address to each package. Puts each order on racks assigned to routeman covering the territory in which customer lives.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. design, with materials on hand, a functional and operational shipping department. b. understand the procedures and responsibilities of the workers assigned to this department.	1. Set up a shipping department to handle your product. Discuss with students the functions of this work station. Assign a pair of students to work this unit. 2. Visit a local service plant's or department store's shipping department for a first hand view of a shipping operation. or 3. Invite a guest from one of our local industries to discuss this particular operation in shipping of a product.	Occupational Outlook Handbook, 1972-73 edition. Pages 269-98. Color slides: See the World of Work, Resource Services

RESOURCES

Unit J, Service — Shipping Clerk

Audio Visual Media: Color slides. Clothing Construction, Care of Garments. Cincinnati Public Schools, 1970.

Field Trips: Sears, Roebuck Company
2900 Reading Road, Personnel Manager
Cincinnati, Ohio 45229
961-7820

Standard Textile Company, Inc.
1 Knollcrest Drive
Amberley Village
Cincinnati, Ohio 45237
761-9255

King Bag Manufacturing Company
1500 Spring Lawn Avenue (off Hamilton Avenue)
Cincinnati, Ohio
541-5440 45 min. tour

Reference: Occupational Outlook Handbook. U.S. Printing Office, Washington, D.C. 20402, 1972-73.

The Encyclopedia of Careers and Vocational Guidance, Volume II. J. G. Ferguson Publishing Company, Chicago, Illinois, 1972, Shipping and Receiving Clerks, page 371.

77

EXPLORATION ACTIVITY #24

Route-Driver 292.358 Unit K, Service

Drives a light delivery truck over a designated route, collecting and delivering articles to customers, maintains simple records of money received. Solicits new business from residents along his route. Informs them of the quality service and seasonal specials offered by the company. Route-driver will need a license to operate a commercial vehicle. Also sales ability and knowledge of city locations.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: a. comprehend the overall job responsibilities of a driver-salesman for a service company b. become aware of their city and suburban areas. c. plan a workable truck route for a service company.	1. Discuss and review with students job responsibilities of a route-driver-salesman for a service company. 2. Using a city map, divide the city and suburban area into designated truck routes. 3. Select an area of the city known to students. Map out a drivers delivery route street by street.	Occupational Outlook Handbook, 1972-73. Secure city map from School Driver Training Instructor.

82

RESOURCES

Unit K, Service — Route-Driver

Consultants: Laundry and Drycleaners International Union
Local 248, A.F.L.-C.I.O.
220 West 12th Street
Cincinnati, Ohio 45210
421-4800

Teamsters Union Local 100
217 West 12th Street
Cincinnati, Ohio 45210
721-2537

Equipment and Supplies: Unlined drawing paper
Pen or pencil
Ruler or T square
City map

Reference: Occupational Outlook Handbook, U.S. Printing Office, Washington, D.C. 20402, 1972-73.

The Encyclopedia of Careers and Vocational Guidance, Volume II.
J. G. Ferguson Publishing Company
Chicago, Illinois, 1972.
Truck Drivers and Over the Road, Page 765.

JOB PERFORMANCE

EXPLORATION ACTIVITY # 25

OBJECTIVES	ACTIVITIES	RESOURCES
Discuss in an objective fashion a job performance rating sheet prepared by the teacher.	1. The teacher will prepare a job performance rating sheet and discuss job performance with each student on an individual basis.	A class set of "Job Performance Rating Sheet" is required. (attached)

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

EXPLORATION ACTIVITY # 26

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

28

INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____

2. Related careers being explored:

   a. D.O.T. Number(s) _____

   b. Relationship to:

      1. Data _____

      2. People _____

      3. Things _____

3. Nature of duties or tasks performed:

   _____

   _____

   _____

4. Important qualifications

   a. Education _____

   b. Age _____

   c. Previous experience _____

   d. Other _____

5. Procedure for applying

   _____

   _____

   _____

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

   _____

   _____

   _____

7. What is the salary for this career?

   a. Starting _____

   b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

_____

_____

_____

9. Are there places in Cincinnati where you could work in this career?

_____

_____

_____

10. Name one or two resource people that you could write or phone for more information.

_____

_____

11. Are there places that you or a small group of students could visit to observe your career?

_____

_____

_____

12. Are there any books in the school library on this related career?

_____

_____

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

EXPLORATION ACTIVITY # 27 (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclustion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

   - What things have I done with any degree of success?

   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?

   - What are the things that I don't like to do?

III. APPENDIX

A. Field Trips in Career Development

B. Prodecure for Exploration Trips

C. Exploration Trip Permission Form

D. Exploration Trip Report

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Couzins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

   Address _____

   _____

4. Major Products or Service:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

5. Major Types of Jobs:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

6. What did you like best about this trip?

   _____

   _____

   _____

7. Did you see any jobs that you would like to do? List them.

   _____

   _____

8. What did you learn from this tour?

   _____

   _____

_____

Signature
Representative of Organization
Visited